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ABSTRACT

The document, one of 11 in a series developed by the Hawaii Integration Project, focuses on the social studies topic of understanding prejudice. The curriculum is designed for grades 4-6 and includes in its first unit an exploration of the dynamics of groups and group membership. In the three lessons students experience the feelings of acceptance or rejection firsthand and analyze the privileges and responsibilities attached to membership. Unit II addresses the interactions between and among groups, specifically the prejudice generated by one group for or against another group. Lessons feature a role playing situation in which students experience the effects of prejudice and activities designed to highlight observation of similarities and differences and distinctions between disabilities and handicaps. In the final lesson, students participate in an integrated activity with a special education class. (CL)

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# HAWAII INTEGRATION PROJECT

# THE SMALLEST MINORITY

## Adapted Regular Education Social Studies Curricula for Understanding and Integrating Severely Disabled Students

Upper Elementary Grades: Understanding Prejudice

EC 17 5 23

# THE SMALLEST MINORITY: ADAPTED REGULAR EDUCATION SOCIAL STUDIES CURRICULA FOR UNDERSTANDING AND INTEGRATING SEVERELY DISABLED STUDENTS

## Upper Elementary Grades: Understanding Prejudice

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Hawaii Integration Project
Department of Special Education
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## INTRODUCTION

The Hawaii Integration Project (HIP) has been funded by the Office of Special Education, Department of Education, as a model demonstration project to develop curriculum components, activities, and materials which promote the integration of children and youth with severe handicaps into school and community settings. Of all the people who have handicaps, those with severe handicaps comprise the smallest minority. Until recent years children with severe handicaps were isolated from the rest of society in their homes or institutions. However, advancements in educational technology and methodology and in state and federal legislation have led to educational programs and facilities in the public schools for children and youth with severe handicaps. Public Law 94-142, guaranteeing a free and appropriate education in the least restrictive setting for all handicapped children, has been especially helpful in moving the public schools to meet the educational needs of these students.

Students who are severely handicapped require intensive and specialized education programs which typically utilize a variety of adaptive equipment and materials. While these students spend a portion of their day on special programs, educators have also learned that students who are severely disabled need integrated experiences with students in regular education classes. Such interactions are an essential component of programs for severely disabled students considering that the overall goal is to assist these students to be as independently functioning members of society as possible.

Even when severely handicapped students are being educated on public school campuses, however, it does not necessarily mean that

they have consistent interactions, or any interactions, with students of the same age in regular education classes. Regular education students, on the other hand, interact with classmates or children at their grade level almost to the exclusion of older or younger students or students in special education classes. Ironically, public schools have a long-term general goal of preparing individuals--students in regular and special education--to live and work in their community which is comprised of a wide range of individuals with varying ages, interests, skills, abilities and vocations. Yet learning experiences which take advantage of the diverse members of the school community are not emphasized. It is the belief of the Hawaii Integration Project staff that the benefits are unending when students have the opportunity to interact with and learn from all students, as well as faculty and staff, in the school enviroment.

In order to put this belief into concrete and specific programs, the HIP staff first explored the on-going programs for students in Hawaii's public schools. Programs which could be adapted to promote social interactions between handicapped and non-handicapped students were identified. The social studies curricula for regular education students were found to be especially compatible because these programs emphasized having students learn about themselves and others as well as encompassing the following Hawaii Department of Education's Foundation Program Objectives:

1. "develop a continually growing philosophy such that the student is responsible to self as well as to others";
2. "develop a positive self-concept";

3. "develop decision-making and problem-solving skills"; and
4. "develop basic skills for learning and effective communication with others."

The HIP staff then developed THE SMALLEST MINORITY: ADAPTED REGULAR EDUCATION SOCIAL STUDIES CURRICULA FOR UNDERSTANDING AND INTEGRATING SEVERELY DISABLED STUDENTS based on these objectives and tailored to social studies lessons presently being taught. These curricula for lower elementary, upper elementary, and secondary grades focus on the student learning about him/herself and, at the same time, learning about other individuals in the school--particularly students who are severely handicapped. The curricula does not teach students about types of handicaps or their causes and symptoms. Rather, students learn that students who are severely handicapped are students like themselves, with similar needs and feelings. The difference is that students with severe handicaps may have to use adaptive equipment or specialized materials to reach their educational goals. The curricula also emphasize that students learn best when they learn from and with other students in their school environment and not just from lectures, books, movies and the like. Being with a student who may think very slowly allows the learner to know the person rather than the disability. When students learn sign language, they are also encouraged to learn the signs used by students in their school.

The word "handicapped" has been used repeatedly in this introduction for the purpose of differentiating between two groups of students who do not have a record of interacting with one another. The word "handicapped" was also used because the Department of Education in Hawaii

uses this label when referring to individuals who need special education services. The HIP staff feels strongly that labels such as "handicapped" serve no positive purpose beyond completing the paperwork required by state guidelines on IEP's and other official reports. Documentation of the negative effects of labels on students is extensive. Therefore, we suggest that students are referred to as students whether they are in regular or special education classes. If there is a need to talk about a student who does not use speech or sign language to communicate, we suggest you refer to the student as a person first and the fact that s/he cannot communicate with speech or sign language second, eg., "the student (preferably his/her name) is nonverbal or doesn't talk." If there is a reason to use the word "handicap," we suggest you use "disability" instead. The following definitions of "disability" and "handicap" are offered:

1. A <u>disability</u> is an emotional, intellectual, or physical limitation. A person whose legs are paralyzed has a physical disability. A person who cannot speak or hear has a disability.
2. A <u>handicap</u> is an obstacle in the environment that makes it difficult or impossible for a person to participate in an activity. For example, if a person wants to get a book off the top shelf, but the shelf is too high to reach and there's no stool available, then s/he is handicapped in that situation. A person who uses a wheelchair and cannot enter a movie theater because a flight of stairs leads to the entrance and there is no elevator, is handicapped in that situation. Viewed from this perspective, haven't we all found ourselves in a handicapping situation?

3. Persons with disabilities are not necessarily handicapped. A person who does not have arms is disabled, but if s/he can be fitted with artificial limbs or learn to use other body parts as substitutes for the lost limbs, then that person is not handicapped.

These subtle but important distinctions in semantics may confuse very young children, and therefore we do not insist that teachers in the lower elementary grades correct their students when they use these labels or give long definitions for these words. We do hope, however, that you, as the teacher and model for your students, be aware of how you use these labels. Words are mighty; they reveal a person's attitudes and shape not only his/her actions, but also of those nearby.

The upper elementary curriculum for grades four through six is subtitled Understanding Prejudice. Unit I explores the dynamics of groups and group membership. In Lesson 1, students experience firsthand the feelings of acceptance or rejection when a group is formed in the classroom. Then, in the next two lessons, they analyze the privileges and responsibilities attached to membership and the reasons for joining groups.

Unit II focuses on the interactions between and among groups, specifically the prejudice generated by one group for or against another group. While many children and adults may feel uncomfortable discussing this subject, and many teachers may feel uneasy about simulating and encouraging such prejudical feelings and actions as proposed in Lesson 1, we feel that such role-playing and frank discussion about prejudice will help the students to understand what they are already feeling and experiencing. In Lesson 2, students practice observing the similarities and differences among themselves and come

to realize that differences among people are the basis for prejudice. In Lesson 3, attention is turned to a specific group of people who often experience prejudice and are often ignored in classroom discussions about prejudice--the persons with disabilities who find themselves in handicapping, prejudicial situations in the community. Lesson 4 encourages regular education students to interact with special education students and provides some guidelines for you to promote such interactions. We hope that such interactions will break down some of the existing barriers of stereotypes and prejudice.

While there are many HIP staff members, teachers, students, and parents who have contributed to the development of this curriculum, we would especially like to thank Ms. Connie Lister, Counselor at Kainalu Elementary School (1981-82) for her help.

Unit I: MEMBERSHIP IN A GROUP

Lesson 1: Feeling Accepted and Rejected

Goal for Students:

To experience group acceptance and rejection by formulating a group and discussing their feelings about being a member or non-member of that group.

Definitions:*

Group - Number of individuals assembled together or having common interests.

Materials Needed:

Pencils and paper

10 badges, hats or another symbol of group membership

Procedures:

A. Preparing for the Activity

1. Ask five students whose names are the last five on the class roll to meet with you privately. Explain to them that they are to be the members of a new exclusive group with special privileges. Tell these students that they will interview all of their classmates to select five more members for their group.

2. Ask the five group members to think up a question as a basis for selecting the new members. Possible questions: When is your birthday? Do you like...? Can you play...? Remind the members of the group that if more than five students meet whatever criterion they devise, the group members will have to figure out how to choose only five out of the eligible ones.

B. Selecting New Group Members

1. Announce to the class that a new exclusive group with special privileges has been formed. Introduce the five members of this group and present them with badges, hats, or some other symbol of their group membership.

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*Unless otherwise indicated, all definitions in this curriculum are from Webster's Seventh New Collegiate Dictionary, G.& C. Merriam Co., 1976.

2. Tell the class that these five members will now interview their classmates in order to choose the final five members of their group.

3. Divide the interviewees into five equal groups, and assign one group to each of the five group members.

4. Have the group members ask each interviewee the same question, giving each interviewee enough time to answer the question and noting on a piece of paper whether that interviewee has met the criterion.

5. After all the students have been interviewed, meet privately with the five group members and have them decide who will be the five new members. If the eligible group is too large, they may have to select five at random so that this selection process will not take too long a time.

6. Have the five group members announce the names of the five new members and present them with badges as well.

C. Discussing the Activity

Have a class discussion about the students' feelings about being chosen and not being chosen for membership in the group. Possible questions: Do you think that the selection method and the interview question were fair? Did you know before the announcement was made that you were not chosen, and how did you feel about not being chosen? When you heard you were chosen, how did you feel towards the others who were not chosen?

UNIT I: MEMBERSHIP IN A GROUP

Lesson 2: Comparing Privileges and Responsibilities

Goal for Students:

To be aware of the privileges and responsiblities attached to membership in a group by listing such privileges and responsibilities.

Definitions:

Privilege - A right or immunity granted as a peculiar benefit, advantage or favor, especially one attached specifically to a position or an office.

Responsibility - A formal organizational role, duty, or trust.

Materials Needed:

Blackboard and chalk

Pencils and paper

Procedures:

A. Introducing the Activity

1. Review the previous activity, and ask the class to think about the groups to which they belong.

2. Explain that there are many groups to which a person can belong--some which s/he may be encouraged or pressured by others to join (e.g., football team, church group), and others that s/he is automatically placed in without any choice (e.g., grade level, family, sex).

B. Analyzing a Group

1. Ask the class to name various groups to which all the students in the class belong, and write these groups on the blackboard.

2. Focus on one of the groups listed and ask the students to name some of the privileges of being in that group and some of the responsibilities. For example, if all the students were the oldest child in their families, what special rights do they have (staying up later than younger siblings, wearing new clothes, etc.) and what duties do they have (washing dishes, taking care of younger siblings, etc.)?

3. Divide the class into small groups, and have each group copy the following chart:

| Group_____ | |
|---|---|
| Privileges/Rights | Responsibilities/Duties |
| | |

4. Ask each group to select one of the groups listed on the blackboard, write the name of that group at the top of the sheet, and then list the privileges and responsibilities members who belong to that group have.

C. Discussing the Activity

Have each group share their analysis with the rest of the class, and have class discussion about the priviledges and responsibilities involved in group membership. Possible questions: Do most groups have an equal number of privileges and responsibilities, or are some groups more work than fun? How do members feel when they fulfill their duties? What happens if they don't do their duties? In a group, do some members have more privileges than other members?

UNIT II: MEMBERSHIP IN A GROUP

Lesson 3: Belonging to Groups

Goal for Students:

To become aware of the groups to which they belong by listing these groups and by discussing the reasons for membership.

Materials Needed:

Pencils

Three 3"x 5" index cards for each student

Blackboard and chalk

Procedures:

A. Introducting the Activity

1. Review the previous lesson with the class, mentioning some of the privileges and responsibilities the students had listed.

2. Tell the students that they now will discuss more specific groups, groups of which some students are members and other students are not.

B. Analyzing Group Membership

1. Write the following categories on the blackboard: Classroom, Groups, School Groups, Community Groups. Ask the students to give examples of the different kinds of groups. Examples: Classroom Groups--monitors, boys, A students; School Groups--football team, French Club, girls; Community Groups--Boy Scouts, old people, people who live in Hawaii Kai. Some examples could belong in two or more categories, depending upon how large or extensive the group is perceived to be by the students.

2. Divide the students into small groups of 4-5 students, and give each student three 3"x 5" cards.

3. Ask each student to write down a classroom group, a school group, and a community group to which s/he belongs or has belonged, one on each card.

4. Have the students show what they have written on their cards to the other members of their group.

5. On the backs of two cards which have the same examples (or two examples which the group members want to discuss), have the group members discuss and write down their answers to the following questions:

   a. Why did you choose to join this group (or did you have a choice of whether you wanted to join this group)?

   b. What privileges or rights do you enjoy as a member of this group?

   c. What duties or responsibilities do you have to perform as a member of this group?

   d. Can you think of any reasons why you would want to quit this group?

6. Ask each group to summarize their analysis of one of the groups they discussed for the rest of the class.

UNIT II: PREJUDICE TOWARDS GROUPS

Lesson 1: Experiencing Prejudice

Goal for Students:

A. To experience the effects of prejudice on their sense of dignity and worth by simulating a situation in which prejudice is present.

B. To understand the concept of prejudice by defining the word and giving personal examples of its occurrences.

Definition:

Prejudice - Preconceived judgment or opinion; an opinion or leaning adverse to anything without just grounds or before sufficient knowledge; an irrational attitude of hositility directed against an individual, a group, a race, or their supposed characteristics.

Materials Needed:

Colored cards at least 1½"x 3" in size, one for each student. Select two colors (the activity was developed for red and black) and use the ratio 1/3:2/3 (i.e., if the class consists of 30 students, have 10 red and 20 black cards).

Safety pins, straight pins or masking tape, one for each student

Blackboard and chalk

Paper and pencils

Procedures:

A. Preparing for the Activity

1. Because of the potentially powerful impact of this activity, some orientation prior to the introduction is advised. Students should be told that they will participate in a unique activity in which they may actually experience prejudice in the classroom. By briefing the students a day before the actual activity, any adverse, surprising or confusing effects may be avoided.

2. By following the procedures, you will be able to create an uncomfortable situation. Discomfort because of prejudice is precisely what the lesson is designed to simulate. The activity requires that the teacher respond to the students in an unnatural manner which may be difficult for some teachers. However, if you

keep in mind the ultimate goal of this lesson, developing empathy in your students for anyone who is discriminated against, then this discomfort may be easier for you to promote.

B. Introducing the Activity

1. Introduce the activity with such words as: "Yesterday, I told you that you would be participating in a unique activity. Rather than simply reading or talking about the idea of prejudice, I think you will be able to understand it better if you experience it firsthand. It may not feel good to you, but that is part of what we are trying to learn about. The entire class will learn about prejudice if you play the role you will be called upon to play. This activity will take about _____ minutes, and it will be over at _____. (Write the time the activity will end on the blackboard.) At that time you can stop pretending."

2. Ask each student to choose a colored card and to pin it to his/her clothing in a conspicuous place.

C. Role-Playing Prejudice

1. Have the preferred majority group (those with the color black) cluster in one part of the classroom arranged in a manner to facilitate group interaction. The excluded minority (those with the color red) are to be scattered around the periphery of the room. The majority group should be seated in a way that gives them freedom to relate to each other and that excludes the minority group.

2. For the length of this activity, the majority group should do things that are more desirable than those done by the minority group. There are many ways to create an "insider/outsider" impact, and these ways depend upon the nature of your students. The following are some suggestions:

Preferential treatment activities

a. Talking about the significance of choosing the color black, including ideas about how that color choice makes them superior to other people, why the color black is important, etc.

b. Discussing party plans which would include the majority group only. Elaborations about a totally imaginary setting, entertainment, etc. in the mood of "the sky's the limit" should be encouraged.

c. Participating in an exciting group art or recreational activity.

d. Receiving special treats of food or other prizes.

Non-preferential treatment activities

a. Copying a list of spelling words, 10 times each.

b. Filling in worksheet forms.

c. Writing a 100-word paragraph on why they chose red.

Further, your attitude should be one of preference and excitement for those who chose black, and one of exclusion and indifference for those who chose red. In order for this activity to succeed, it is important to minimize the attention you pay to the red-tagged students; interactions with them should be business-like and comments should be related to the task at hand. On the other hand, your interactions with black-tagged students should be warm, friendly, and easy-going. Do not let the black-tagged students interact with the red-tagged students.

3. When the activity's time period is over, have the students continue to wear their color tags, but have them intermingle and form a circle for a large group discussion.

4. Have a group discussion and encourage all the students to share something about the experience. Possible questions:

   a. If you were part of the minority red group, how did you feel about the way you were treated by the teacher and by the majority black group? Did you feel that you deserved such treatment? Did the treatment make you feel that maybe you were inferior? Did you resent the work you were told to do?

   b. If you were part of the majority black group, how did you feel about the way you were treated by the teacher and by the minority red group? Did you feel that you deserved such treatment? Did you feel uncomfortable? Did you ever feel superior?

D. Defining Prejudice

1. Write the word "prejudice" on the blackboard in large letters. Explain that you had created a situation in which everyone experienced prejudice--either being treated favorably like the majority black group or being treated unfavorably like the minority red group.

2. Tell the students, "Now that you have all experienced prejudice, please write your own definition of the word, using this experience or another personal experience as an example."

3. Have all or some of the students share their definitions and examples with the rest of the class. Possible questions for discussion: Have you seen this happen in the school or community? Why do you think that many people focus on this group of people to be prejudiced toward? (If disabled people are not mentioned as a group, then bring up examples of prejudice for or against disabled people.) Do you think that it is fair to be prejudiced for or against certain people? Can you make people "un"prejudiced? How do you become prejudiced?

UNIT II: PREJUDICE TOWARDS GROUPS

Lesson 2: Observing Similarities and Differences

Goals for Students:

A. To practice making observations by listing the characteristics of their classmates.

B. To become aware of the difference between an observation and an assumption by so labelling the statements they have made.

C. To understand the relationship between differences and prejudices by so stating a relationship.

Definitions:

Assumption - The supposition that something is true; a fact or statement taken for granted.

Observation - An act of recognizing and noting a fact or occurrence often involving measurement with instruments.

Materials Needed:

Paper and pencils

Blackboard and chalk

Procedures:

A. Introducing the Activities

1. Explain to the students that they will be looking at and describing their classmates.

2. Divide the class into small groups of about five students each.

B. Observing Their Peers

1. On the blackboard, draw the chart below:

| Same | Different |
|---|---|
| | |

2. Direct each group to look at their group members and list the similarities and differences among them. The two lists might include characterisitics about the students' physical appearances, school performances, relationships with their peers, etc. Example: All have arms, all are nice, all are wearing green, some are boys and some are girls, some are smarter than others, some wear glasses and some do not.

3. Direct the students' attention to their "different" lists and ask them to name the characteristics which might change from day to day, such as the color of clothes, the length of hair, etc. As the students name these variable characteristics, ask them to cross such characteristics off their lists.

4. Have the groups name the remaining consistent characteristics on their "different" list, and discuss whether these characteristics are observations or assumptions. (If the groups have not listed any assumptions, pick an observation they have listed and explain what assumptions can be derived from that observation.) Possible questions: Can we see that John is much taller than David? Can someone measure them and tell us how much taller John is? Because John is taller, do you think that he can run faster than David can? Do we know for sure John is faster than David, or are we just guessing that is so?

C. Relating Differences to Prejudice

1. Ask the students to think about the relationship between what has been discussed (similarities, differences, observations, and assumptions) and the prejudice they experienced in the previous lesson. Have each student complete the following sentence: "People tend to be prejudiced when they see or think others are more (or less)....". Remind the students that prejudice can be either favorable or unfavorable treatment of a group of people.

2. Have a class discussion about the various differences people focus on as their reasons for acting favorably or unfavorably towards groups of people. Examples: differences in religions, ethnic groups, abilities and disabilities, possessions, ages, sexes. Possible questions: Do you like people who are different from you? Why or why not? Would you like to live in a world where everyone is the same? Is everyone in your family treated equally, or are some members treated more favorably or unfavorably than others? What could be the reasons for this unequal treatment?

UNIT II: PREJUDICE TOWARDS GROUPS

Lesson 3: Distinguishing Between Disabilities and Handicaps

Goals for Students:

A. To continue to practice making observations by listing the observable characteristics of disabled and non-disabled children.

B. To define "disabilities" by describing specific disabilities shown in pictures.

C. To define "handicaps" by describing conditions in which persons with such disabilities would be able and unable to accomplish their goals.

Materials Needed:

5 pictures of children (Appendix A)

Paper and pencils

Blackboard and chalk

Procedures:

A. Preparing for the Activities

1. Re-read the introduction to this curriculum which states our attitude towards the words like "handicap" and "disabled." We suggest that you try to avoid using such labels, especially "handicapped," and provide a model for students to use descriptive terms rather than labels. It is not necessary, however, to correct students if they use these labels, but encourage them to describe what they see and the differences they see. Example: one child is standing strapped to a board while the other child is standing by her/himself, rather than one child is handicapped and one is not.

2. Duplicate enough sets of the five pictures so that the class can be divided into small groups (4-5 students in each group) with a set of pictures for each group.

B. Discussing Disabilities

1. Write the word "disability" on the blackboard and ask the students what the word means. Write any definitions they may give, without making any comments or corrections.

2. Tell the students that today they will be looking at some pictures and trying to figure out what disabilities the children in the pictures have.

3. Divide the class into small groups (about 4-5 students in each group), and pass out pictures #1, 2, and 3 to each group.

4. Ask each group to study the three pictures and write down their answers to the following questions: How is the child (or the child who is the main character in the picture) the same as you? How is that child different from you? What is the child's disability? What activities do you think would be difficult for that child to do?

5. After each group has answered those questions, have a class discussion and let each group share their answers with the rest of the class. While the disabilities in the first two pictures are obvious (the girl wears leg braces, the boy has no arms), the students may be puzzled by the third picture of a boy reaching for an apple. His disability is his height, which prevents him from reaching the apple.

6. Define "disability" for the class as an emotional, intellectual, or physical limitation.

7. Ask each student to write down one of his/her limitations--either a temporary (broken bone in cast) or more long-termed one (reading difficulties). Have a class discussion, comparing limitations, figuring out ways to over come them, etc., if you wish.

C. Discussing Handicaps

1. Pass out pictures #4 and 5 to each group, and explain to the class that these are two situations in which the girl who wears braces and the boy without arms are not handicapped by their disabilities.

2. Ask each group to describe other situations in which these two children would not feel handicapped, situations in which their disabilities would not get in the way of their accomplishing their goals.

3. Ask students if they think people are prejudiced for or against people with disabilities.

UNIT II: PREJUDICE TOWARDS GROUPS

Lesson 4: Participating in Integrated Activities

Goals for Students:

A. To understand more fully the range of individual differences by interacting with students from a special education class.

B. To develop positive attitudes towards persons with severe disabilities by playing in mutually enjoyable activities.

Materials Needed:

Dependent upon activity(ies) selected

Procedures:

A. Preparing for the Activity

1. In order to select integrated activities that would be appropriate for and interesting to your regular education students as well as to students in a special education class, notice the kinds of activities your students engage in and enjoy. Then confer with the special education teacher about the activities his/her students engage in and enjoy. For possible activities, see Appendix C, Recreational Activities: Integrated Activities for Disabled and Non-Disabled Students. Besides the recreational activities listed in this guide, other more academic activities, such as viewing a movie or television program, listening to a story in the library, etc., may also be appropriate for both classes.

2. With the special education teacher, schedule a time, place, groupings, etc. that would be convenient for both classes.

3. Before the interactions occur, remind the students about the similarities between disabled and non-disabled children which they previously discussed. Refrain from creating any stereotypes about how children with severe disabilities are supposed to look and act, but to make your students a little more comfortable about meeting new people, you may want to discuss some of the appropriate behaviors listed in Appendix B, Etiquette with People (with disabilities).

B. Interacting with Special Education Students

The procedures are dependent upon the activity(ies) selected and the students involved. Because some regular education students may be reluctant and/or shy about playing with special education students, the two teachers may have to structure and supervise the activities more closely than they usually would, especially if this is the first time the two groups are playing together.

C. Reacting to the Interactions

Have the class discuss what they saw and felt about their interactions with the special education students. Possible questions: Did you enjoy yourself? How was it similar to playing with your best friend? What did the special education students do that was different? Did you feel any prejudice towards them?

Additional Activities:

If time permits, have your students meet and play with special education students on a regular basis. As the two groups of students become familiar and comfortable with each other, the social interactions will most likely improve.

APPENDIX A

Pictures of Children with Disabilities

Sunny Aigner Pauole

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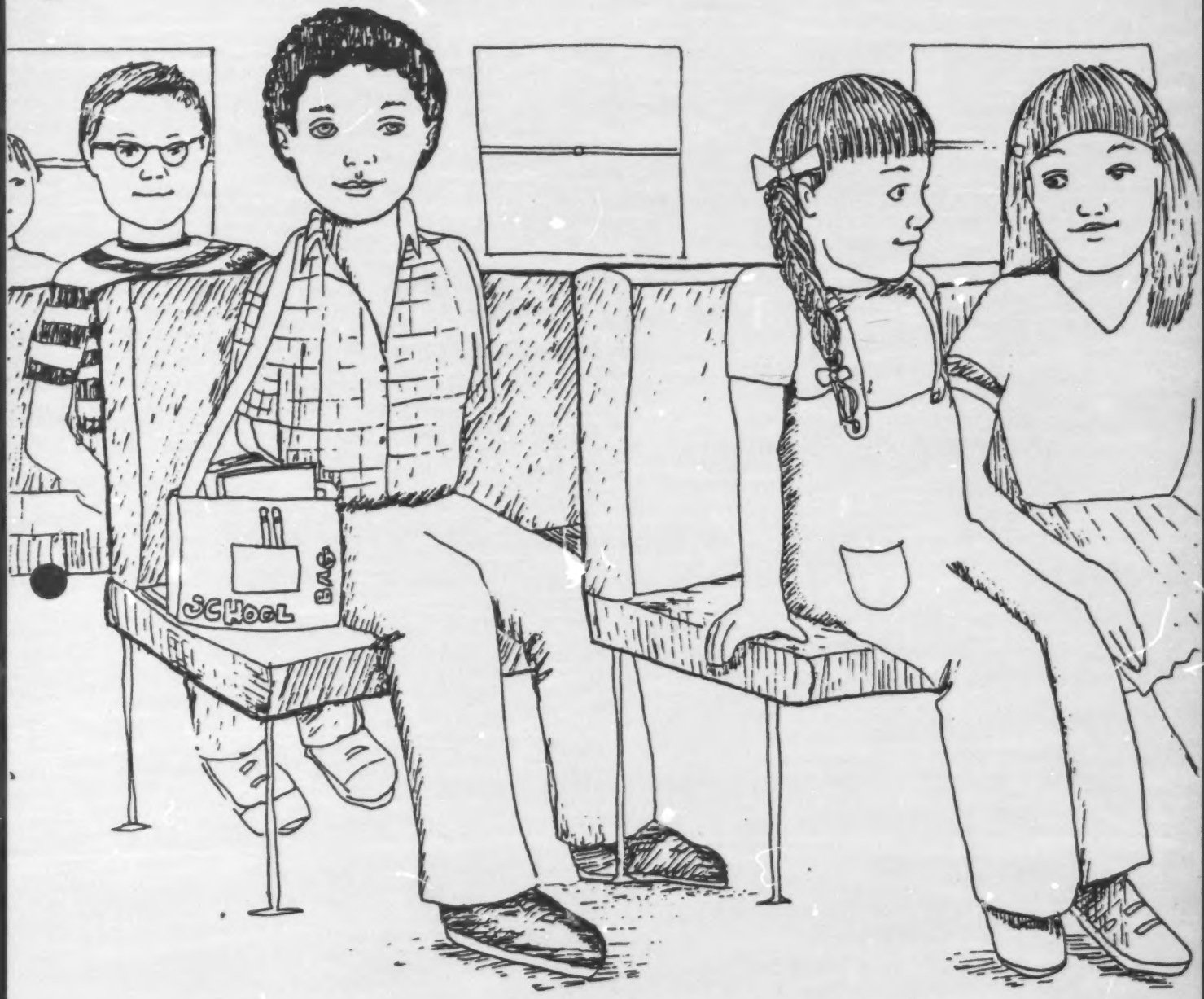
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APPENDIX B

Etiquette with People (with disabilities)

Karen Takemoto

ETIQUETTE WITH PEOPLE (with disabilities)

There you are, with no or little experience with disabled persons and thrust into a situation where you must deal with them. You feel a bit queasy and nervous - and don't know what to say or do. They look awkward, you feel awkward. Some look retarded, you feel retarded. They all look handicapped, you <u>are</u> handicapped. What do you say, what do you do?

Anything you would say or do with a non-disabled person.

Here are some tips to help you be less nervous.

1. Relax. Simply being yourself will also put others, disabled and non-disabled alike, at ease. If you're nervous and tense, you'll make others around you uncomfortable.

2. Offer help when you think it may be needed, but don't insist upon it. When in doubt ask, "May I help you?"

3. Treat disabled adults as adults and children as children. Like you and me, they deserve respect. Appreciate what disabled persons can do, rather than worry about what they cannot do.

4. Have fun. Disabled people like to laugh too. Mental or physical disabilities don't necessarily limit their sense of humor.

5. If disabled persons fall, take it easy. If they need help, they'll cue you in. If they can get up by themselves, let them. If they need some help, they will tell you.

6. Stairs. Stairs or uneven steps can be difficult for anybody, particularly those with physical impairments. Let them tell you how you may help. Pushing or pulling without their consent may upset their own system and balance, leading to an even more upsetting event. Instead, walk behind them, ready to lend assistance if they request it or if they slip.

7. When you meet disabled persons escorted by aides, speak directly to the disabled persons, not through the aides. If the persons are hard to understand, ask them to repeat themselves. If you still don't understand, say so. Ask questions referring to the situation to figure out what they mean. For example, "Is your question about this animal?"

8. Face the disabled persons when speaking to them. Common courtesy calls for this.

9. Don't be sticky sweet. Compliment them on things that deserve compliments, but don't go overboard and compare a child's stick drawing to a Rembrandt.

10. Try another way. When you come upon an obstacle, whether it be physical, communicative, or anything else, be creative and willing to try another way.

## Wheelchair Etiquette

1. Offer your assistance to push the wheelchair. (Electric wheelchairs powered by the battery in the back need not be pushed.)

2. Before pushing the wheelchair, ask the disabled person if s/he is ready to move or at least tell him/her that you are going to push to prevent startling him/her.

3. Push the wheelchair slowly and carefully. Walk--do not run.

4. Be sure that the disabled person's hands and fingers do not get caught in the wheel's spokes; place his/her hands in his/her lap. Remember that the person sitting in the wheelchair may not be able to break a fall with his/her hands or avoid objects that come too close.

5. Go backwards down an incline, curbs, or steps, with others assisting you if necessary. This will minimize the chance of the disabled person falling out of the wheelchair.

6. Position the wheelchair so that the disabled person can see the object of attention. Also, don't block the view of others around you.

7. Speak to the disabled person face-to-face when stationary. When pushing the wheelchair, it may be necessary to lean forward so that both of you may hear what the other is saying.

## Etiquette with the Seeing-Impaired Individual

1. Speak to the blind person as you would anyone else. Face him/her and talk of things that are of common interest.

2. "See" is a viable word in our vocabulary. Use it as often as you would with a sighted person.

3. When describing things, use concrete and familiar comparisons whenever possible. For example, the length of a guinea pig's leg is about the length of a finger.

4. When guiding a blind individual, ask him/her to take your arm. Never take his/her arm and propel him/her around. Simply show him/her your elbow by placing his/her hand on your elbow and you're set to go.

5. Ordinarily walk half a pace ahead of the blind person. In going up and down steps or into dangerous places, keep one pace ahead. Mention small and large irregularities in the terrain over which s/he might stumble.

6. Watch the blind person's other side (opposite the side you're closer to) and judge distances accordingly to avoid his/her smashing into door frames, posts, etc.

7. Give oral directions if it is necessary for the blind person to move left or right, to get out of the way, or maneuver into position. Don't shove him/her.

8. When seating the blind person, simply put his/her hand on the arm or back of the chair and have him/her seat himself/herself.

9. Quietly describe the placement of things in a room so that the blind person will have some idea of the obstacles and people he may encounter.

10. A guide dog accompanying the blind person is a working dog. The dog should not be distracted from his/her very important duty by petting or offers of food.

## Etiquette with the Non-Verbal Individual

1. Don't ignore the non-verbal individual or assume that s/he cannot understand what you say and do simply because s/he does not speak.

2. Face the non-verbal person when you are speaking to him/her as you would with anyone else.

3. Ask yes-no questions. This way the non-verbal person can respond with a nod if possible.

4. Even if it sounds like a monologue, keep talking. This reaffirms to both of you the presence and importance of the other.

5. Touching is an excellent communication medium. Placing your hand on his/hers, or hugging him/her fosters a feeling of togetherness and reaching out. Non-verbal communication can be as effective as words.

APPENDIX C

# Integrated Recreational Activities for Disabled and Non-Disabled Peers

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(Revised 4/83)

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## Guidelines for Developing Integrated Activities

There are several important guidelines to follow when developing any integrated activity involving students from both regular education and special education classes:

1. Integrated activities should involve pairings or groups of disabled and non-disabled children who are within a similar chronological age range;
2. Activities should be age-appropriate, and of potential interest and value to each student who is involved;
3. If integrated activities are to occur, regular and special education teachers must cooperate with one another and develop mutually beneficial working relationships. These working relationships can develop most naturally when regular and special education teachers already interact with one another on a daily basis, such as in the teacher's lounge, at lunch, in meetings, by serving on committees together, participating in after school events, etc. These working relationships are difficult to develop when regular and special education teachers seldom interact either professionally or socially in the school setting, e.g., as when faculty meetings are held separately for regular and special education teachers. Integration should become a school purpose, not just a goal for children;
4. Teachers should plan to periodically observe the children's interactions during integrated activities; putting regular and special education students together in a shared activity is not an end in itself. The quality of the interactions is extremely

important. Observations provide the teacher with information that slight changes are needed to make the interactions more rewarding for the students, and give the teacher an opportunity to offer additional "cues" in an unobtrusive manner. For example, perhaps a regular education student needs to be told that "Tom can do that by himself if you give him just an extra minute," or does not recognize a sign or gesture by his/her disabled peer which the teacher can explain;

5. Educational programs and school activities should occur in the least restrictive environment, that is, the most natural and integrated learning environment available within or outside the school community. For example, if a severely disabled student's educational program includes objectives relating to eating skills, the self-contained classroom would not be a least restrictive instructional setting to practice these skills. Rather than eating lunch in the classroom, the severely disabled child should be instructed in eating skills in the natural and integrated learning environment available in the school for that particular activity: the cafeteria.

Also, if a social studies objective for second grade students is to communicate effectively with others, the most restrictive learning environment for that skill would be the second grade class with only second grade peers. The least restrictive environment would involve the variety of social interactions available in the school setting and the community, including those with same-age, older and younger peers, adults, and disabled well as non-disabled persons.

6. Integrated and natural learning environments should occur simultaneously to be considered the least restrictive setting That is, "parallel" and separate groupings and instructional arrangements within a shared environment do not provide students with access to integrated and natural learning opportunities. If a severely disabled student eats lunch in the cafeteria (the most natural learning environment) but sits at a separate table from his non-disabled peers with only other severely disabled pupils--or even at a completely different time than his non-disabled peers--the criterion of a least restrictive environment has not been met. His environment is <u>still</u> segregated. If severely disabled children share their recess period time with regular education peers but recess is always held in the special education classroom, the children do not have access to a least restrictive environment. The term "least restrictive setting", then refers to both the most integrated and most natural learning environment occurring simultaneously.

## Assessment Procedures

A. Observe and assess disabled children (by special education teacher)

1. Ambulatory or nonambulatory?
2. If ambulatory, assess locomotor skills. Can these skills be used in isolated activities only or can the child transfer his/her performance to low-organized games?
   a. Walk
   b. Run
   c. Hop
   d. Jump
   e. Leap
   f. Slide
   g. Gallop
3. Assess object propulsion or ball handling skills. Can these skills be used in isolated activities alone or can the child transfer his/her performance to low-organized games.
   a. Throwing
   b. Catching
   c. Kicking
   d. Dribbling
4. Assess communication skills.
   a. Does the child understand spoken language? If so, how much?
   b. What communication skills does s/he have? Is s/he verbal?
   c. Does the child sign or understand signs? Teach the words which are most often used in physical education and recreational settings: ball, under, over, throw, catch, run,

walk, stop, hop, jump, toilet, fast, go, come, good, wrong, watch, understand, yes, no, left, right, what, again, ready, up, down, basket, hold, kick, music, etc.

5. Reinforcers. These may differ with each child.
   a. Positive - What activity/reward can be used to motivate the child to enter into the activities?
   b. Negative - Avoid activities/events which may cause a negative reaction to the situation.
6. Identify specific behavioral problems and management techniques as they may differ with each child. For example, if a child continually runs off or is destructive to certain toys or equipment, what is the best method of intervention for this particular child? Do not assume that one technique or method will be successful with all children.
7. How is his/her program organized? How will the integrated activities fit in for the child's existing educational program? While everyone should be able to adjust to some change, these changes should be gradual. The child may have to be coaxed by the teacher into participating in these activities initially, but more extensive program changes should occur gradually and only if the child shows interest in continuing to participate in these activities.

B. Observe and assess regular education children (assessment by regular education teachers).
   1. What are the general skill levels of that age group?

a. Locomotor skills.

1) Walk

2) Run

3) Hop

4) Jump

5) Leap

6) Slide

7) Gallop

b. Object propulsion or ball handling skills.

1) Throwing

2) Catching

3) Kicking

4) Dribbling

2. What activities does the child enjoy?

a. Organized games

b. Games

c. Physical fitness activities

d. Aquatics

e. Movement education

f. Rhythm/music/dance

3. How is his/her program organized? How will the integrated activities fit in for the child's existing educational program? While everyone should be able to adjust to some change, these changes should be gradual. The child may have to be coaxed by the teacher into participating in these activities initially, but more extensive program changes should occur gradually and only if the child shows interest in continuing to participate in these activities.

C. Miscellaneous recommendations.

1. The extent of assessment and teaching depends on the nature of the integrative activities. If the activities continue on a long-term basis it might be important to emphasize improving present skill levels and introducing new skills.
2. Assess the use of equipment and facilities. This must be done prior to selection of activities. If the activities include children from two different programs, it is wise to acquire equipment from both agencies as it emphasizes the desirability of cooperation.
3. Practice the activities with disabled children prior to their participation in integrated activities. This should help them feel more comfortable and insure some success when the integrated activities begin.
4. Provide a brief orientation to both groups of children and staff so they know what to expect. For more suggestions on orienting regular education students. see "Etiquette with People (with disabilities)", Appendix B.
5. Plan for a surplus of activities. If an activity is not going well, change to another. Yet, do not choose too many that require too much reorganization for the children. In other words, keep it simple.
6. If possible, integrate small groups initially. Increase the size of groups as judgment indicates.

## Specific Ingegrated Activities

The purpose of any activity is to allow all students to participate as fully as possible in an enjoyable, interesting, age-appropriate manner. Therefore, when planning integrative activities, the teacher should insure that a child's disability does not prevent his/her participation in the activity. For example, a severely disabled five-year-old child who uses a wheelchair for mobility may be included in "story hour" with his/her non-disabled kindergarten peers. If, however, the teacher asks the children to indicate which of several stories s/he should read aloud to them by having them "vote" by standing up as s/he displays each book, the disabled child's disability is unnecessarily being allowed to interfere with his/her participation. The teacher could instead ask the children to raise their hands, and be careful to allow plenty of time for a physically disabled child to complete this motion along with his/her peer group. In some cases, the disabled child may require the assistance of a non-disabled peer in order to participate in the activity. For example, if a physical activity requires running, then a non-disabled peer could act as "pusher" so that a child who uses a wheelchair can be included in the activity.

When selecting activities for special and regular education students the following suggestions may be helpful:

1. Approach activities with the idea that there are may different ways to participate in an activity, and that all students <u>can</u> be participating members of the group. Students, teachers, aides, etc., should be encouraged to create alternatives so that all students will be able to participate. We have found that regular education children are extremely creative and helpful in generating useful and positive ideas which will allow their severely disabled peers to access environments and activities. Ask for their help!

In the following pages, we have included activities used successfully with groups of disabled and non-disabled students of different ages. Other activities, such as those found in arts and crafts books, outdoor game books, etc., can easily be adapted by keeping the criteria previously discussed in mind. In fact, the teachers and students at each particular school environment are best qualified to devise integrated activities appropriate to that setting, and they are limited only by their imagination.

## ACTIVITIES

### I. PHYSICAL ACTIVITIES

Physical activiites serve a dual purpose -- while helping the children develop gross motor skills, social skills are also developed. Both are important components in the growth of both disabled and non-disabled youngsters.

Indoor physical activities take into consideration the limited space of the classroom or activity room. They are generally more stationary while still utilizing some gross body movement and interaction.

Outdoor activities take advantage of the open space. These activities generally have much more movement than the indoor games and/or involve large equipment (such as parachutes) or games that require space.

#### Indoor - Elementary

**Bean Bag or Yarn Ball Toss**

Materials: bean bags or yarn ball, target markers or containers

Directions: Give each person or team a bean bag or yarn ball. They are to toss it in different ways using different parts of the body. Place markers or containers as targets.

**Rope Game**

Materials: rope or cord

Directions: Make patterns on the ground or floor and have the children walk or wheel on the ropes (or between two ropes) following the pattern. Straight lines, zigzag lines, circles and other patterns can be used. Later give individual ropes to each person or team and let them create their own design and try others' designs.

**Knockdown**

Materials: tether ball (or ball in rope sling), three bowling pins (or other stand up items, blindfold)

Directions: Hang ball from beam so that it is about six inches off the ground or off a table. Set up the pins either on the floor or on a table under the ball so that the ball can easily knock them down. Divide participants into teams. Participants can be either blindfolded or spun around several times. S/he is then given a turn to try to knock down the pins. Points can be awarded according to how many pins are knocked (or whether it's the first or second try.)

Indoor - Secondary

Portable Bowling

Materials: one set of plastic bowling pins, rubber bowling ball, bowling ramp, tape Optional: scoring pad and pencil

Directions: Mark spots on the floor with the tape for the bowling pins. Use an area that is long and narrow with a wall in the back (to stop the ball). Students take turns bowling in an effort to knock down as many pins as possible. Some students may find it easier to use the ramp (especially those who are physically impaired), while others may be able to bowl successfully without it. Non-disabled students may be asked to bowl with their left (or opposite) hand to neutralize the difference. Each person is allowed two turns (as in regular bowling). Score can be kept by teams or by individuals.

Obstacle Course

Materials: ropes, hurdles, hula hoops, cones, chairs, boxes, etc.

Directions: Set up an obstacle course using the varied materials and have the children take turns going through it. Give children an opportunity to make their own course.

Outdoor - Elementary

Bubbles

Materials: bubble liquid and sticks (dishwashing liquid can be used to replace the commercial bubble liquid)

Directions: Allow students to use the bubble liquid and sticks and let them blow, swing or lift the sticks to the winds to create fantastic, multi-sized bubbles.

Water Play

Materials: water table (or hose), baby bathtub, cups, funnels, floating toys, etc.

Directions: Allow the students to play with the water play equipment as much as they desire. They usually also enjoy playing and squirting one another with hoses.

Squirrels in Trees

Materials: none needed

Directions: Participants are designated as either squirrels or trees. Two people joining hands form a "tree". One squirrel goes inside each tree. It may be most appropriate to pair up people to be squirrels (as one child who uses a wheelchair and one child who is ambulatory). Extra squirrels interspace among the trees. When the leader calls out "squirrels change", the trees raise arms on one side and all the squirrels run to another tree. The object is for the squirrels to be with a tree.

Character Relays

Materials: none needed

Directions: Form teams with equal numbers of pairs. The relay progresses as each pair takes turn matching body parts (as nose to nose, ear to ear, etc.) or acts out a different animal (as pigs, ducks, snakes, etc.)

Busy Bee

Materials: none needed

Directions: For this game an odd number of participants is needed. Participants are paired up except for one who acts as the game leader. S/he gives directions to the group such as "head to head", "nose to nose" or other body parts and the players follow the directions. This continues until the leader calls "busy bee", at which time the players scatter to find new partners. The player without a partner is then the caller.

Roller Tube

Materials: field markers (weighted gallon bottles or road cones), inner tubes

Directions: Set up a course on a playing field, using the field markers to make a path. Start and finish lines should also be marked. The object is to roll the inner tube between the markers from start to finish. The distance from start to finish can vary as the group improves.

Clean Out the Backyard

Materials: volleyball net or rope, balls

Directions: Set up the volleyball net or rope about 6 feet high (height should depend on ability of children). Form two teams, one on each side of the net or rope. Distribute the balls (they can vary in size) so that there are an equal number on each side. The object of the game is to try to get rid of all the balls by throwing, overhand or underhand, to the other side. This includes the balls thrown to one side by the other side. Continue until the whistle blows. The team with the least number of balls on their side wins. Redistribute the balls and start again if desired.

Catch Ball

Materials: ball

Directions: Form a circle with one person in the center holding the ball. That person calls the name of one of the participants and tosses the ball to him/her (or you can use partners if the catching ability is varied). The player whose name was called must try to catch the ball. The center person stays until a person misses the ball, at which time s/he becomes the center person. To make it more challenging, the ball may be tossed straight up instead of directly towards the person called.

Parachute Play

Introduction: Parachute Play is becoming an increasingly popular activity for all grade levels in physical education. It provides for good development of strength, agility, coordination and endurance. Strength development is centered on the arms, hands, and shoulder girdle, but at times demands are made on the entire body.

Have children stand equidistance around the parachute. You can have each child take hold of a seam on the parachute.

How to hold the parachute: Basic grips: 1. Overhand - palms facing down, knuckles showing. 2. Underhand - palms facing up. 3. Mixed - a combination of underhand and overhand grips.

Body position: In most of the games, it is important to stress timing. Children should be on the balls of their feet in a squat position.

Materials: parachute

Activities: 1. Umbrella: holding parachute up in the air, arms extended overhead.

2. Mushroom: holding parachute up in the air, take three steps in toward the center.

3. Mountain or igloo: holding parachute up in the air, arms overhead take three steps in, then pull the parachute down behind your back and sit on it.

4. Making a Dome: begin in the starting position, have children stand up quickly, raising arms over their heads and quickly bring the parachute back down to the ground trapping air inside.

5. Number Mushroom: while all players are kneeling and holding on to the edge of the parachute, ask them to number off from 1-5 all the way around the parachute. This time when the parachute is in full mushroom, call "number 3 swap sides." The kids must run under the parachute to the other side before the parachute touches the ground.

6. Parachute Ball: players stand holding the parachute up at waist height. A ball is placed on top of the parachute. The aim is to roll the ball around the edge of the parachute which takes cooperation from all. This is achieved if you are behind the ball, by lifting your edge up, or if you are in front of the ball, you lower your edge. As the ball rolls around players must lower or raise the parachute--whichever is applicable.

7. Running Number Game: have the children around the parachute count off by fours. Start them jogging in a circular fashion, holding the parachute in one hand. Call out one of the numbers; the children with that number immediately release their grip on the chute and run forward to the next vacated place. This means that they must put on a burst of speed to move ahead to the next vacated place.

8. Merry-Go-Round: holding on with one hand use directed locomotor skills around the circle, reverse on signal. Music or drum beats can be used to help children keep time to the directed locomotor skill.

9. Tug-of-War: divide into two teams and on signal both teams try to pull the other team over a set boundary.

10. Parachute Exercises:

a. Toe Toucher: sit with feet extended under the parachute and the chute held taut with a two-hand grip, drawn up to the chin, bend forward and touch the grip to the toes. Return to stretched position.

b. Bicep builder: place parachute on the ground, stand around the chute with one leg forward and one back for good support and balance. Grasp the edge of the parachute with a palms up grip. Lean back holding on to the chute. Pull the parachute towards you when the signal is given without moving your feet or jerking the chute. Continue pulling hard until a signal is given (6 seconds).

c. Bend and stretch: all hold the parachute at waist level with a palms down grip, all bend forward when I count one, and

touch the edge of the chute to your toes. Lift your arms high over your head when count two is given, stretching as far up as possible. Bend forward at your waist when count three is given, and again touch your toes. Go back up in the same way when count four is given, come down again on five, up again on six, and continue for several times.

11. Some children may enjoy the experience of sensory stimulation by being placed under the parachute while others flap it around or may sit in the middle of the parachute and have others make "waves" around them.

## II. QUIET-TIME ACTIVITIES

Quiet-time activities are generally those activities that need minimal supervision and that children can play independently. The activities included in the section are especially appropriate when time is limited. Once the children know the rules of the activities and the location of the equipment, they can be played during "free time".

For older severely disabled youngsters it is important to choose activities that their peers are also interested in (this can be discovered by observing what teenagers do in their free time). Then, depending on resources (money), these materials or activities can be purchased. Not only will the severely disabled students enjoy these new activities but they will provide a common ground for peer interaction.

### Elementary

#### Puppet Play

Materials: paper bags, crayons, colored paper, paste, etc.

Directions: Simple puppets can be made using a paper bag. Using the flap as the mouth, it can be opened and shut with the thumb and fingers. The face and body features can be drawn or pasted on. Puppet play allows for the students to be as imaginative and expressive as they want to be. This activity can be semi-directed with the teachers giving suggestions.

#### Playdough

Materials: purchased playdough or homemade playdough (most activity books include a recipe for playdough)

Directions: Playdough is a flexible medium that children can independently and cooperatively shape, pound, squeeze, cut, etc. The manual manipulation helps to develop fine motor skills with also giving the manipulator control over the form. Playdough, because of its non-toxic quality, is recommended over regular clay.

#### Fantasy Play

Materials: any play items that are available - blocks, dolls, trucks, playhouse, etc.

Directions: Children are given time to play and interact among themselves with little supervision.

Book Sharing

Materials: a variety of books including reading books and picture books

Directions: Children are given time to read, look at books together. Those children who can read will have the opportunity to read to those who cannot.

Hide and Seek

Materials: none needed

Directions: When an integrated group of children play this game, it is easiest to play it indoors and by pairs. Although the hiding places may be somewhat obvious, there is a great deal of play and interaction.

Secondary

Some of the following activities may also be appropriate for elementary-aged children. They are included in this section because of their appropriateness with older children.

Electronic Music Stick

Materials: electronic music stick

Directions: The electronic music stick, with its color-coded keyboard, produces a 25-note scale by merely touching the stick. Because of its simplicity it is appropriate for youngsters of varying ages and ability levels. It can be adapted to a wide range of skill levels; songs can be played from the song book or musical combinations can be produced. Its tactile and auditory qualities make it appropriate for visually and/or hearing impaired students.

Lego

Materials: Lego - either primary or regular

Directions: Because of the unlimited possible combination of pieces, Lego and other similar interlocking building sets are enjoyed by many people. It provides opportunities for self-expression and creativity. Youngsters can be taught how to make certain objects or they can be allowed to manipulate it any way they wish.

Lite-Brite

Materials: a Lite-Brite game

Directions: Lite-Brite gives children and youth the opportunity to create a variety of pictures with pegs of different colored lights. The

designs can be adapted to a wide range of skills - some are simply rows of dots, some are pictures of simple objects, and others are pictures of more complex objects. Youngsters can choose whatever design they like to place on the screen. The design can be made following the color key given on each design sheet or the individual can create his/her own combinations.

Pinball Games

Materials: a pinball game

Directions: Pinball games can be played by individuals, pairs or groups. It is an activity that is highly reinforcing; youngsters and adults of all ages enjoy it. Pinball games are found in many community settings, such as arcades, bowling alleys, shopping centers, etc., and is also widely available in various types, such as table top, free-standing and commercial, and at varying prices. Teaching children how to play it will encourage interactions with individuals of different degrees of skill.

Remote-Control Vehicle

Materials: any remote-controlled vehicle

Directions: Remote-controlled vehicles are easily activated and manipulated by youngsters of different ages and ability levels. They are especially suited for severely handicapped students because of of the ease in manipulating them.

Simon

Materials: Simon

Directions: In the game of Simon, each person plays against him/herself to see how far each can progress. The game has different levels of difficulty and can be used with individuals of different ability levels.

Target Games

Materials: any target game, either hand made or commercially bought

Directions: There are a variety of target games available - including velcro ball and dart games and electronic target games which light up when a "hit" is made. Directions can be varied to accomodate youngsters of different abilities, as a flexible "shooting line", teams, etc.

TV Video Games

Materials: any TV video cartridge, television,

Directions: Cartridges for TV video games are available with varying degrees of difficulty. Scores can be kept for each person so that s/he competes only with him/herself rather than with other children.

Because they are also available in stores, restaurants, etc., teaching youngsters to play these games will give him/her skills that are generalizable to home, community, etc.

## III. MUSIC ACTIVITIES

Music is an activity that is enjoyable with children of all ages and ability levels. It can be used as an activity in itself or combined with other activities such as arts and crafts, exercises or leisure time activities. Everyone can participate by varying the degree of participation. Instruments range from the more simple to the more complex and so are appropriate for all.

### Elementary and Secondary

#### Rhythm Band

Materials: a variety of percussion instruments (e.g., tambourines, drums, maracas, sticks, bells), records, record player

Directions: Have a "play-along" using different instruments and music (records, radio, etc.). Use any record with a strong beat to it; marches are excellent in the beginning. Rock and roll tunes, country music and lively folk music are also appropriate. For variety use wood instruments and drum. Music that changes tempo also lend variety.

#### Questions and Answers

Materials: a variety of instruments

Directions: One person is designated leader. S/he leads a short rhythm pattern (e.g., 1, 2, 3, 4 or 1, wait, 2, 3, 4, etc.) and the group repeats it in rhythm. It can be varied by separating the group into smaller groups and numbering them. Then the leader leads a rhythm, calls out a number, and the group with that number responds.

#### Movement to Music

Materials: records, record player, drum

Directions: The group moves to the rhythm of the music played. Movement can include: walking, running, skipping, tiptoeing, marching, etc. A leader can lead the movement while the participants copy, or s/he can beat a rhythm on a drum while having the participants move in time to the music independently. Youngsters can be paired so that those with a better sense of rhythm are paired with those who need help. Balls may also be bounced to music while the children are standing still or walking. Musical chairs can also be played with younger children.

Exercises to Music

Materials: records, record player, piano or other instrument that has easily played high and low notes

Directions: Any appropriate music can be used for warm-up and stretching exercises. Songs can be chosen that give directions. Children can also be directed to move their bodies corresponding to the tone of notes played on a piano (e.g. high note - raise arms, low note - crouch down, etc.)

Music-Art

Materials: records, record player, materials for an art activity

Directions: The children can be directed to color, paint, etc., to music while it is being played. They should be given a few minutes to listen to the music before they begin the art activity. They should be encouraged to have their art movements correspond to the sound of the music (fast music - lines, zig zags, etc.; slow music - curves, soft lines).

Singing

Materials: instruments to accompany singing, song charts if appropriate

Directions: When teaching a new song, keep the following points in mind:

1) Sing a new song through and have the group clap or hum with you.
2) Take a verse at a time and have the group repeat.
3) Don't worry if you're not in tune or if the group is not in tune.
4) Give a lot of support for their singing.
5) An instrument to accompany the singing, such as ukulele, piano, or autoharp helps keep the group together.
6) If there are group members who can read, prepare song sheets or charts ahead of time.
7) When one person knows the song relatively well choose him/her as song leader. This should rotate among participants. If some have a difficult time remembering the words, pair them with those who do remember the words.
8) Non-verbal children can keep the rhythm with an instrument, etc.

Music Listening-Appreciation

Materials: variety of records, record player

Directions: Play short musical selections varying in moods (happy-sad, melodic-non-melodic, classical-modern). After playing one selection, talk to the group about the music. Did they think of anything in particular while they were listening to the music? Play a different selection and compare. Discuss the different instruments and sounds.

Making Rhythm Instruments - See "Therapeutic Recreation Program" 1979-80 (Revised Edition), Department of Parks and Recreation, City and County of Honolulu, p. 25.

IV. ART ACTIVITIES

When planning for art activities group the youngsters heterogeneously so that they can be of assistance to one another. Encourage partial participation (perhaps by modeling) so that everyone will be included in the activity. Give the participants the responsibility of gathering the materials and cleaning up as much as possible. It is important to encourage cooperation whenever possible.

## Elementary and Secondary

### Invisible Painting

Materials: large sheets of light-colored, durable paper, candle stubs, thin, dark tempera paint, paint containers and brushes

Directions: Children first draw on the paper with the candle stub. They then paint over the entire picture with water, dark paint. Areas colored with candle will reject the paint and remain blank. Allow the paper to dry.

### Paint a Pet Rock

Materials: smooth-surfaced rocks, tempera paint, paint holders, brushes

Directions: Each child can paint his/her rock in any way desired. It can be painted one color, with designs, etc. It is also possible to paste pictures on it and then cover them with varnish.

### Paper Mache a Group Pinata

Materials: newspaper (strips), large balloons, wheat paste, water, containers for paste, paint, clear spray shellac or varnish

Directions: Place paste in containers with water next to it. Pour small amounts of water into the wheat paste and allow children to mix this with their hands (be sure containers are large enough so that the mixture stays in it). Inflate balloons and tie. Cover strips of newspaper with the paste mixture, scrapping off the excess. Cover the balloons with the newspaper strips. Allow one coat of newspaper strips to dry before adding additional layers. During the following days, they can make ears, nose, etc. out of newspaper and attach them to the balloons with strips of paper. The object needs to totally dry before being painted and coated with a sealer.

Printing with Water Soluble Ink

Materials: ink, old paint brushes, brayer (roller to apply ink), different kinds of paper, variety of items to print with (styrofoam tray bottoms, bottle bottoms or sides, clay items, cut and patterned erasers, fruits or vegetables, etc.)

Directions: Select item or items to be printed. Apply ink to the surface using a brush or brayer. Gently place the paper on the inked item and rub paper for full contact. Remove and allow to dry.

Variations:

1. Repeat the pattern to cover the paper, using one or more than one item. This can be also used as wrapping paper.
2. Using glue or rubber cement, draw a design on cardboard. After this has dried it can be used as a printer.
3. Collect leaves. Place them under weighted object (book) for 4-5 days to flatten. Paint the leaves and press or place them under a paper and roll over them with a brayer to make a pattern.
4. For tapa printing, wet a crumpled paper bag and allow it to dry. Then paint it with a variety of patterns and shapes.
5. Glue spaghetti onto cardboard. Allow it to dry and then use it to print with.

Roll-On Painting

Materials: empty, washed, roll-on deodorant bottles, thin tempera paint, durable paper

Directions: Fill washed-out deodorant bottles with thin liquid paint (tops will unscrew). A variety of designs can be made free-hand or students can trace shapes or lines already drawn. If the bottles are difficult to grasp, wrap tape or rubber bands around them to make them less slippery.

Sponge Painting

Materials: sponges, variety of paint colors, durable paper, containers for paint

Directions: Cut up sponges into a variety of shapes (have children help if they can), and have children make prints by dipping them in a variety of colors for different designs. Cut vegetables (potatoes are good) can also be used to create different print designs.

String Painting

Materials: string, paint, paper, containers for paint

Directions: Using pieces of string about 12 inches long, have children dip string into the paint and pull across the paper for dif-

ferent designs. They can also fold the paper in half, lay the wet string on half the sheet, fold over the second half and press down for a design.

Note for Painting Activities:
Baby dish warmers with suction cups underneath can be used to hold paint secure to table top.

Pudding Finger Painting

Materials: vanilla pudding, food coloring, paper, bowls

Directions: Mix pudding (children should be able to do this) and divide into the number of colors you want. Add food coloring to obtain desired color. Children can create designs of circles, triangles, flowers, dots, etc. with one finger or more. Use heavy paper if you want to keep the design.

Transparent Crayon Picture

Materials: paper (mimeo or newsprint), crayons, tape, small cloth, small amount of cooking oil

Directions: Participants can color their paper in any way desired - a picture, design, etc. After they are finished, wipe over the paper with the oil dampened cloth. The paper becomes transparent and the colores resemble stained glass.

Batik Without Hot Wax

Materials: flour or wheat paste, squeeze bottles, colored inks, cloth, iron

Directions: Mix flour (or wheat paste) and water together until it can be squeezed out of a plastic detergent bottle to make thick lines. Draw a design with the mixture and let it dry. Then paint over it with the colored inks. When finished, scrape off the lines and set the color with a warm iron.

## V. SPECIAL EVENTS: FOOD AND PARTIES

Parties are great gathering times. It is a time for informal interaction, relaxation, and very often, snacks. Preparing and eating snacks develops cooking and etiquette skills. Special occasions including birthdays and holidays can be a stimulus for a party. Customary themes can be carried out in the form of coloring foods such as red for St. Valentine's Day, green for St. Patrick's Day or orange for Halloween, etc.

Snacks at break time can also be prepared with the students all working together. It is best to choose simple recipes that can easily be prepared and require few ingredients. Following are a few suggestions.

### No Cook Candy Balls

1½ c. graham cracker crumbs
¼ c. sugar
½ t. cinnamon
½ t. nutmeg
½ c. peanut butter
½ c. corn syrup
powdered sugar or something to roll candy ball in
wax paper, tape

Mix all ingredients. Roll ingredients into a small ball, then roll them in powdered sugar (or any item to cover it - crushed nuts, granola, etc. may be used). A chocolate chip can be placed on top on each one. After ingredients are mixed, it is easiest to tape wax paper in front of each person so they can roll their own on it.

### Peanut Butter Playdough

peanut butter
powdered milk
honey
optional: chocolate powder, raisins, cereal

Add honey to peanut butter in a proportion of 1:4 (4 times as much peanut butter as honey). Pour in a little powdered milk to reach playdough consistency. Distribute a small amount of dough to each person and encourage them to make shapes before eating it. Raisins, chocolate chips, etc. can be used to decorate the figures before consumption.

Smoothies

fruit
milk
ice cream or ice

Combine small amounts of fruit, milk, ice cream (or ice) into a blender. Turn blender on and off quickly to mix the ingredients.

## VI. SPECIAL EVENTS: FIELD TRIPS

There are many places in the community appropriate for field trips. Degree of preparation ranges from no preparation, as in walking to a nearby store, to obtaining Handi-Van for physically disabled students.

The procedures for taking a group of disabled students on a field trip may include:

1. checking the destination for physical accessibility in advance; making alternative arrangements if accessibility is a problem
2. arranging special transportation services such as Handi-Van
3. arranging for additional staffing, if necessary
4. following regular excursion procedures (permission, fees if necessary, etc.)

Following are some suggestions:

- the zoo
- movies
- symphony concerts
- touring public facilities as the airport, legislature, etc.
- restaurants - this will promote good table manners
- stores - helpful to teach community awareness and some monetary skills
- sports events
- bowling alleys - bowling ramps may be used with children in wheelchairs
- plays
- special interest places
- picnics